

Utah State University

**DigitalCommons@USU**

---

Educational Policies Committee

Faculty Senate

---

9-3-2015

## Educational Policies Committee Minutes, September 3, 2015

Utah State University

Follow this and additional works at: [https://digitalcommons.usu.edu/fs\\_edpol](https://digitalcommons.usu.edu/fs_edpol)

---

### Recommended Citation

Utah State University, "Educational Policies Committee Minutes, September 3, 2015" (2015). *Educational Policies Committee*. Paper 149.

[https://digitalcommons.usu.edu/fs\\_edpol/149](https://digitalcommons.usu.edu/fs_edpol/149)

This Minutes is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



# EDUCATIONAL POLICIES COMMITTEE MINUTES

**3 September 2015**

A meeting of the Educational Policies Committee was held on 3 September 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair  
Michele Hillard, Secretary  
Dan Coster, College of Science  
Marci Smith, Registrar's Office  
Nicholas Morrison, Caine College of the Arts  
Karen Mock, Quinney College of Natural Resources  
Melanie Nelson, USU-Eastern  
Nathan Straight, Regional Campuses  
Dawn Kirby, General Education Subcommittee Chair  
Thomas Fronk, Engineering  
Kacy Lundstrom, Libraries  
Jessica Hansen, Academic and Instructional Services  
Eddy Berry, Humanities and Social Sciences  
Janet Anderson, Provost's Office  
Ed Reeve, Curriculum Subcommittee Chair  
Trevor Olsen, USUSA President  
Kelly Fadel, Huntsman School of Business  
Jared Schultz, Education and Human Services

Absent: Scott DeBerard, Graduate Council  
Ty Aller, Graduate Studies Senator  
Scott Bates, Academic Standards Subcommittee Chair

## **I. Approval of the minutes of the 2 April 2015**

<http://www.usu.edu/epc/meetings/minutes/2014-2015/EPCMinutesApr2015.pdf>

*Motion to approve minutes made by Eddy Berry. Seconded by Kelly Fadel. Minutes approved.*

## **II. Subcommittee Reports**

### **a. Curriculum Subcommittee (Ed Reeve)**

*Motion to approve the Curriculum Subcommittee report made by Nick Morrison. Seconded by Trevor Olsen. Report approved.*

#### **Course Approvals**

Request from the Department of Applied Sciences, Technology and Education proposes an Associate of Science degree program within Agricultural Science. <https://usu.box.com/s/wdic9aa8l8inaary64gdawkejwa4kkts>  
*Motion to hold proposal. Proposal will be on hold until revisions are made and they are reviewed by Larry Smith.*

Request from the Department of Nutrition, Dietetics and Food Sciences proposes to discontinue the Food Technology Management emphasis.

<https://usu.box.com/s/e3xtuceexpyggg35wj9cyj68lvefkqwu>

*Motion to approve the proposal. Proposal approved pending cleanup of last paragraph.*

Request from the Department of Family, Consumer and Human Development proposes discontinuation of the Early Childhood Development Associate of Arts degree at USU Eastern.

<https://usu.box.com/s/1ekdulodbpz8qk0cxzjrwaolpkz3f0nw>

*Motion to table this proposal because of the numbers. Proposal tabled pending review and updates and numbers.*

Request from the Department of Psychology proposes offering a minor in Behavioral Health. <https://usu.box.com/s/7zxkm76pivhpho88c3gv8e56jog9xwk1>

*Motion to approve the proposal. Proposal approved.*

**b. Academic Standards Subcommittee (Scott Bates)**

No report.

**c. General Education Subcommittee (Dawn Kirby)**

[http://www.usu.edu/epc/subcommittees/general\\_education/meetings/minutes/2015-2016/GenEdMinutesAug2015.pdf](http://www.usu.edu/epc/subcommittees/general_education/meetings/minutes/2015-2016/GenEdMinutesAug2015.pdf)

*Motion to approve the General Education Subcommittee minutes made by Eddy Berry. Seconded by Nick Morrison. Report approved.*

### **III. Other Business**

Request from the Department of Applied Economics proposes a title change for the Utah Center for Productivity and Quality of Work. It was decided that this proposal will remain in-house. No Board of Trustee or Board of Regents approval is necessary.

<https://usu.box.com/s/edg7n9t1k1nsudepc4tz6qfx1bszmaxw>

*Motion to approve R401 proposal from the Department of Applied Economics approved by Kelly Fadel. Seconded by Nick Morrison. Proposal approved.*

Curriculog update – Discussion regarding the implementation and use of Curriculog. Also looking at utilizing Box for review of both the agendas and minutes for the EPC committee.

Meeting adjourned at 3:52 pm

# EDUCATIONAL POLICIES COMMITTEE MINUTES

**2 April 2015**

A meeting of the Educational Policies Committee was held on 2 April 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair  
Michele Hillard, Secretary  
Richard Mueller, College of Science  
Roland Squire, Registrar's Office  
Kevin Olson, Caine College of the Arts  
Karen Mock, Quinney College of Natural Resources  
Melanie Nelson, USU-Eastern  
Nathan Straight, Regional Campuses  
Norm Jones, General Education Subcommittee Chair  
Steve Folkman for Thom Fronk, Engineering  
Scott Bates, Academic Standards Subcommittee Chair  
Kacy Lundstrom, Libraries  
Flora Shroder for Heidi Kesler, Curriculum Retention  
Eddy Berry, Humanities and Social Sciences  
Janet Anderson, Provost's Office

Absent: Scott DeBerard, Graduate Council  
Doug Fiefia, USUSA President  
Ed Reeve, Curriculum Subcommittee Chair  
Kelly Fadel, Huntsman School of Business  
Derek Hastings, Graduate Studies Senator  
Jared Schultz, Education and Human Services

- I. Approval of the minutes of the 5 March 2015 meeting** (see attached)  
*Motion to approve the minutes of the 3 March 2015 meeting made by Norman Jones.  
Seconded by Kevin Olson. Minutes approved.*

## **II. Subcommittee Reports**

- a. Curriculum Subcommittee** (Larry Smith for Ed Reeve)  
*Motion to approve the Curriculum Subcommittee report made by Richard Mueller.  
Seconded by Karen Mock. Report approved.*

### Course Approvals

Request from the Department of Management proposes renaming the Manufacturing Management Specialization to Shingo Operational Excellence. (see attached)

Request from the Department of Plants, Soils and Climates proposes offering a Landscape Management Certificate. (see attached)

**b. Academic Standards Subcommittee (Scott Bates)**

*Motion to approve the report of the Academic Standards Subcommittee made by Eddy Berry. Seconded by Richard Mueller. Report approved.*

A meeting of the Academic Standards Subcommittee was held on 26 March 2015 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services  
Roland Squire, Registrar's Office  
Dawn Kirby, College of Humanities & Social Sciences  
Deidri Nielson, Secretary  
Thom Fronk, Engineering  
Marci Smith, Registrar's Office  
Karen Mock, Quinney College of Natural Resources

Absent: Stephanie Hamblin, Advising  
Nathan Straight, Regional Campuses  
Doug Fiefia, USUSA President

Visitors: Krystin Deschamps, Student Services

*Old Business*

- A. Scott presented the Excused Absence Policy that includes revisions previously discussed. Minor edits were suggested and are reflected in the approved Excused Absence Policy. (Policy attached)

*Thomas Fronk motioned to accept the Excused Absence Policy with edits. Karen seconded. Outcome: motion passed; the draft will now be distributed for additional feedback*

- B. The Grading Policy was discussed (see attached). This policy change removes the requirement for dean's signature for a change of grade related to thesis and dissertation course (courses numbered 6990 and 7990).

*Dawn Kirby motioned to accept the Grading Policy. Karen Mock seconded. Outcome: motion passed*

- C. The Student Code of Conduct was discussed. A two-tiered violations policy with an easy to use Academic Integrity Violations form (possibly for Canvas) and training for faculty were among the ideas discussed. Krystin Deschamps will make revisions to the policy to present at a future Academic Standards meeting.

- D. Undergraduate Degree Enrichment proposal was discussed. After Roland presented various ideas and options, it was determined that it was a matter for the EPC.

**c. General Education Subcommittee (Norm Jones)**

*Motion to approve the report of the General Education Subcommittee made by Norman Jones. Seconded by Richard Mueller. Report approved. Discussions were held regarding the change in CI policy.*

March 17, 2015, 8:30 A.M.  
Champ Hall Conference Room

Present: Norm Jones, Chair; Dean Adams, Engineering; Eddy Berry, Social Sciences; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Kris Miller, Honors; Melanie Nelson, USU Eastern; Lee Rickords, Agriculture and Applied Sciences; Michele Hillard, Secretary; Dawn Kirby, Humanities and Social Sciences; Shelley Lindauer, Education and Human Services; Brian McCuskey, Humanities; Karen Mock, Natural Resources; Bob Mueller, Regional Campus; Lawrence Culver, American Institutions; Dan Coster, Quantitative Intensive; Brock Dethier, Writing Program

Absent: Doug Fiefia, USUSA President; Larry Smith, Provost's Office; Stephanie Hamblin, University Advising; Kathy Chudoba, Business; Ryan Dupont, Life and Physical Sciences; Laura Gelfand, Arts; Dick Mueller, Science; Janet Anderson, Provost's Office; Cindy Dewey, Creative Arts; John Mortensen, Student Services

Visitors: Kelsey Hall, CI Subcommittee Member; Brad Hall, CI Subcommittee Member

---

Call to Order – Norm Jones

Approval of Minutes – February 17, 2015

*Motion to approve minutes made by Eddy Berry. Seconded by Dean Adams.*

*Course Approvals*

N/A

*Course/Designation Removals*

N/A

*Syllabi Approvals*

ANTH 3110-001 (DSS) Judson Finley **PENDING** ..... Eddy Berry

CMST 4570 (QI) Lisa Guntzviller **APPROVED** ..... Dan Coster

*Motion to approve made by Dan Coster. Seconded by Brian McCuskey.*

HIST/RELS 3270 (DHA) Danielle Ross **APPROVED** ..... Brian McCuskey

*Motion to approve made by Dawn Kirby. Seconded by Shelley Lindauer.*

HIST/RELS 4565 (DHA) Danielle Ross **APPROVED** ..... Brian McCuskey  
*Motion to approve made by Brian McCuskey. Seconded by Kris Miller.*

HONR 3010 (QI) **WITHDRAWN** ..... Dan Coster

HONR 3020 (CI) **WITHDRAWN** ..... Brock Dethier

HONR 3030 (CI) **WITHDRAWN** ..... Brock Dethier

HONR 3035 (QI) **WITHDRAWN** ..... Dan Coster

MUSC 3030 (DSS) Kevin Olson **APPROVED** ..... Eddy Berry  
*Motion to approve made by Eddy Berry. Seconded by Dawn Kirby.*

PHYS 2210 (BPS) Jan Sojka **PENDING** ..... Ryan Dupont

POLS 4460 (CI) **PENDING** ..... Brock Dethier

THEA 1000 (BCA) Richie Call **PENDING** ..... Cindy Dewey

#### Business

Brock Dethier, Chair of the Communications Intensive Subcommittee, is asking for clarification of the policy changes made to the CI designation made on Feb. 20, 2015. Here are his observations:

1. Whatever the intent, last month's change in the Communication Intensive Criteria from "written AND oral communication" to "written AND/OR oral communication" means that any activity that would formerly have satisfied the oral component now qualifies a course for the CI designation even if no writing is involved. We have always accepted a five-minute solo PowerPoint, for instance, as adequate for the oral component. Now such a presentation earns a course a CI by itself.
2. So what can we do?
  - a. Create a new, much tougher standard for the oral component, so that the new CI definition would have some meaning.
  - b. Eliminate the CI standard entirely. I'd hate to do it, but I'd also hate to administer a watered-down standard.
  - c. Eliminate the oral component entirely, but keep a robust written component. Cutting the old standard in half would certainly be a blow to students' education, but it would be better than the potential race-to-the-bottom that the "and/or" could create.

- d. Approve the new language from the Communication committee (which relaxed, rather than tightened the requirement for the oral component) and let the committee do its job. Make courses fit the standard rather than change the standard to fit huge courses.
- e. Create a WI (Writing Intensive) designation and an OI (Oral Intensive) designation and require one of each? Or allow each major to choose what combination it wants? I foresee administrative nightmares, but perhaps only in the short term.

Policy as it currently stands. (Recent amendments are marked in red)  
Criteria for Communication Intensive Courses

### Philosophy

The purpose of Communication Intensive courses is to help students achieve proficiency in both written and oral communication in a manner that is appropriate to their major discipline. Although CI courses must meet specific criteria, there are many possibilities for how those criteria may be achieved. CI courses may use a range of artistic and technological forms of communication.

All CI courses must help students engage productively, responsibly, and thoughtfully in written and oral communication. CI courses are also intended to be discipline-specific, letting students simultaneously attain communication fluency goals while they learn communication forms most appropriate to their discipline.

### Communication Intensive Course Criteria

All Communication Intensive courses must:

1. Be an upper division course.
2. Require both written and/or oral communication.
3. Require a significant quantity of written and/or oral communication as demonstrated by the outcomes, assignments, and assessment in the course.
4. Have an individual writing component.
5. Incorporate communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.
6. Allow for continued improvement through opportunities for revision, and/or multiple assignments.

Communication Intensive courses are encouraged to:

1. Utilize collaborative forms of communication.
2. Be explicit with students about how the discipline communicates and invite them into its ways of communication.
3. Utilize a wide variety of communication forms and media.
4. Incorporate communication activities that are appropriate for a wide variety of



disciplinary audiences.

### Communication Intensive Implementation Ideas

To clarify Communication Intensive requirements listed above, and to encourage thinking “outside the box,” we list some key terms below and suggest a variety of ways to implement them.

#### Continual Improvement:

1. Students may write multiple drafts of a single paper, with the opportunity to implement feedback and suggestions in the final paper.
2. The instructor may assign several papers of the same type. Constructive feedback is provided on the early assignments so students can apply this information to succeeding assignments.
3. The student may be offered the opportunity to revise a paper after it has been graded.

#### Feedback:

1. Feedback is response to student writing in the form of constructive criticism and suggestions for improvement.
2. Feedback can come from peers, the instructor, or Graduate Assistants, Writing Fellows, Undergraduate Teaching Fellows, external audiences, or others.
3. Feedback may be oral or written.

**NEW LANGUAGE APPROVED FEB. 20, 2015**

#### **Oral Communication:**

Each applicant for the CI designation stressing oral communication should explain how the course in question gives students practice, feedback, and/or instruction in oral communication relevant and useful to the specific discipline. The following are some ways oral communication has been incorporated into courses, but this is not a complete list. The Communication Committee welcomes the use of discipline-appropriate ways of meeting the CI goals.

Students may communicate orally in a wide variety of formats. Some examples include the following:

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions by doing such things as introducing the reading, synthesizing class materials and audience responses, summarizing at the end of

- class, or reading and paraphrasing important but not required articles.
6. Have the class join or create a mock-conference with poster or PowerPoint presentations.
  7. Create podcasts or YouTube videos.

#### HERE IS THE OLD LANGUAGE:

##### Oral Communication:

Students may communicate orally in a wide variety of formats. Some examples include the following:

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions synthesizing class materials and audience responses.”

##### Collaboration:

1. Collaboration includes an occasion in which students talk to, or work with each other, a client outside the classroom, or an instructor to produce something.
2. Collaboration can include occasions in which students provide feedback on each other's work.

*Motion to return to the original verbiage in points 2 and 3 of the policy (remove “/or”) made by Dean Adams. Seconded by Harrison Kleiner.*

*Vote taken: 12 yea – 2 Nay – 1 Abstain*

*Motion to begin a study on CI courses made by Karen Mock. Seconded by Shelley Lindauer. Motion carried. The CI Subcommittee will draft a rubric for a survey of department heads concerning CI courses they currently offer or might offer.*

Update on the Water Cluster discussion

Everything is going well and meetings continue to be held.

Meeting adjourned at 9:35 am

### **III. Other Business**

Meeting adjourned at 3:50 pm

**Utah State University**  
**Associate of Science (A.S.) degree program in Agricultural Science**  
**August 15, 2015**

**Section I: The Request**

Utah State University (USU) requests approval to offer an Associate of Science (A.S.) degree in Agricultural Science effective spring 2016. This program has been approved by the institutional USU Board of Trustees on \_\_\_\_\_.

**Section II: Program Description**

**Complete Program Description**

The proposed Associate of Science in Agricultural Science degree will be administered through the School of Applied Sciences and Technology Education (ASTE). The two-year (60 credit) associate of science degree is designed for delivery via distance education and will be offered through the regional campus system only. The degree will not be offered on the USU-Logan campus. The associate degree integrates breadth of knowledge and applied learning in agriculture and natural sciences. In addition to courses in agriculture and general education, students will choose from general elective courses. Courses will be offered through a combination of online, IVC broadcast and face-to-face formats. Assessment will employ distance education techniques, including but not limited to, online testing, proctored examinations, and individual project portfolios. Upon completion, students will have entry level knowledge of agricultural science and be prepared to start a career in the diverse agricultural industry or enter a four-year degree program.

**Purpose of Degree**

Utah State University is the Land Grant University for Utah. It is known nationally and internationally for the science of agriculture. The College of Agriculture and Applied Sciences has a mandate to advance agricultural science through excellence in teaching, research, and outreach. The proposed Associate of Science in Agricultural Science will be administered through the School of Applied Sciences, Technology and Education (ASTE).

The Associate of Science in Agricultural Science degree will train students for growing jobs in agriculture and prepare them for transfer to a university to complete a bachelor's degree. According to the U.S. Bureau of Labor Statistics (Monthly Labor Review December 2013 article, Occupation Employment Projections to 2022), jobs that require associate's degrees are projected to grow 17.6% between 2012 and 2022.

The stepwise progression of university degrees in agricultural science has traditionally begun with the Bachelor of Science. The completion of this "first" degree then allowed for advancement to the masters and doctorate. The implementation of an Associate of Science degree in Agricultural Science will provide an initial step. The degree will be offered through the regional campus system to place-bound students. It will be promoted to traditional and non-traditional students who have a fundamental interest in agriculture but without the autonomy to easily move to USU-Logan for a Bachelor of Science degree in one of the many excellent degree areas offered by the College of Agriculture and Applied Sciences. It will serve as the first

step for some students seeking advancement in agricultural science. For other students, the Associate of Science degree can be the bedrock for a career in rural Utah and beyond.

### **Institutional Readiness**

USU covers the state with higher education. Through the strategic development and placement of regional learning centers, the USU regional campus system is designed to support the implementation of the proposed degree. USU has partnered with communities throughout the state to offer and deliver program using the latest technologies – online and IVC broadcast. The administrative structure is in place to offer the program. The passion for distance education is evident in the sustained resources USU has dedicated to learning.

The Associate of Science degree in Agricultural Science will be offered through the regional campus system only. The degree will not be offered on the USU-Logan campus. The degree is designed for delivery via distance education. Courses will be executed through online, IVC broadcast, and at select locations, face-to-face. Learning will be achieved through synchronous and asynchronous delivery of course content. Assessment will employ distance education techniques, including but not limited to, online testing, proctored examinations, and individual project portfolios.

Utah State University is a leader in the delivery of off-campus programs. The University's history of program development and implementation statewide began with a simple correspondence school 90 years ago and has innovated to become an off-campus learning institution that provides an instructional outlet to more than 90% of the state's citizens. Instructional programs resulting in degrees and specialized certifications have been tested and improved through the regional campus system for more than 25 years. Remote living is no longer a reason for not enrolling in higher education.

The USU regional campus system has the personnel and technology in place to implement the proposed Associate of Science degree in Agricultural Science. The infrastructure for conveyance of this program currently exists. The promotion and marketing of the proposed degree and the needed academic advising is available to encourage and accept enrollments. USU has the capacity and the mandate to implement and grow the proposed degree program.

No additional resources are requested. Implementation of the proposed program will not impact the continued high quality delivery of undergraduate and/or lower-division education provided through the USU regional campus system.

### **Departmental Faculty**

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured	13		13
Full-time Non-Tenured	1		1

Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured	5		5
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured	2		2
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured	4		4
Full-time Non-Tenured	5		5
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	19		19
Full-time Non-Tenured	20		20
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	31.42	X	31.42

**Staff**

No additional administrative, secretarial, clerical, laboratory aides/ instructors, advisors or teaching assistants will be required to implement and sustain the Associate of Science in Agricultural Science. Existing staff will be identified and assigned to accommodate the degree program.

**Library and Information Resources**

Utah State University has the currently has the necessary library resources to implement and sustain this new degree program. Statewide access to library resources will be required but current technology will be sufficient. While reference materials (online journals, archives, database, and e-books) will be used in many courses, the University's learning management system (Canvas) allows for the placement of such reference materials within the online course. Faculty developing and advancing online courses enjoy excellent library support.

**Admission Requirements**

Current admission requirements will be used in reviewing and accepting applicants to the proposed program. No specific or additional admission requirements will be used. Standards for admission will be neither relaxed nor amplified.

**Student Advisement**

The USU regional campus system uses a local approach to student advisement combined with advanced technologies. The majority of USU regional campus centers employ from one to three academic advisors who would be responsible for the proposed program. Where face-to-face advising is limited, two techniques are used. On a monthly basis, regional campus advisors will travel to the regional campus centers without full-service advisors. These regularly scheduled advising sessions are scheduled through an appointment management software system. Regional campus advisors also use IVC connection technology to meet electronically with students. Information is shared through password secure file transfer systems. All advisors track student progress through the USU model of time-to-degree-completion software system.

**Justification for Graduation Standards and Number of Credits**

The proposed Associate of Science degree in Agricultural Science will use the same graduate requirements. Students are expected to earn a minimum of 60 credits. Twenty credits must be earned at USU. The agricultural science core would include 20 credits. The General Education requirements are the same as for on-campus USU students earning an Associate of Science degree. A minimum 2.0 GPA would be required for graduation.

**External Review and Accreditation**

Proposed development was initiated and implemented through external review of similar Associate of Science degree programs in the nation. While external consultants were not directly utilized, the expertise of proposal planning team includes teaching and industry experience from numerous state land grant college systems, especially the Midwest where this style of degree is highly valued and well populated.

No specific professional credentials or licensures will be sought. While some graduates may pursue certification in unique agricultural production and service enterprises (e.g. pesticide applicators, artificial

insemination or certified crop consultants), degree completion does not require nor provide any specific credential or licensure.

The Associate of Science degree in Agricultural Science will be accredited within the structure and cycle of review for the School of Applied Science, Technology, and Education (ASTE). There is no industry specific accreditation that would apply to the proposed degree program.

#### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	5	10	20	30	35
Total # of Declared Majors in Proposed Program	X	10	20	35	40	45
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE ( <i>as reported in Faculty table above</i> )	31.42	31.42	31.42	31.42	31.42	31.42
Total Department Student FTE ( <i>Based on Fall Third Week</i> )	656.74	669	683	703	710	716
Student FTE per Faculty FTE ( <i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i> )	20.9	21.3	21.7	22.4	22.6	22.8
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA

#### Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. As an Associate of Science program, it could be considered a pre-step to the Bachelors of Science in one of the many excellent College Agriculture and Applied Sciences degree programs. However, the pure intent is not as a "feeder program" but rather as a well-considered degree option for students in the regional campus system living and earning outside the USU-Logan residential campus. Predicted enrollments are cited in the table above.

## **Section III: Need**

### **Program Need**

As part of its Land Grant mission, Utah State University is to provide practical education, including education in agriculture, to the people of the State of Utah. Residents in all areas in Utah can benefit from a degree program focused on helping graduates learn to design and apply technologies to guide the ethical use of land, food, water, and economic resources thereby improving the health and well-being of humans, plants, animals and the environment

### **Labor Market Demand**

About 70% of Utah's citizens complete their high school education with a diploma. Approximately 26% of Utah's citizens go on to complete a bachelor's degree program. Twenty years ago, a college graduate earned 1.5 times more over a life time than a high school only completer. Today it is estimated a graduate with an Associate degree will earn 2.0 to 2.5 more over a lifetime than a high school graduate with no post-secondary training. The value of an Associate degree is known and significant.

The latest employment report from the United States Department of Agriculture indicates an anticipated 57,900 average annual openings for college graduates in food, agriculture, renewable natural resources between 2015 and 2020. It is projected that an average of 35,400 new graduates will be prepared to take these positions, creating a shortage of 39%. Approximately half of these openings are expected to be in management and business with over 25% in science, technology, engineering, and mathematics (STEM) related positions. The remaining positions are expected to be in sustainable food production, education, and governmental services. This degree program can prepare additional graduates to meet the labor market demand, particularly for those opportunities in the rural areas of Utah and the Four-Corner region.

### **Student Demand**

A simple estimation of student demand can be determined in the attrition of first second year students. According to the US News and World Report, the USU freshmen retention rate is approximately 70%. If it is assumed that one-third of the 30% who leave transfer and continue (a national average), that leaves an abundance of students who started but did not complete. To cross reference those with rural residency, a student body of place-bound learners can be potentially identified.

The consistent growth at USU regional campuses can be second indicator of student demand. The average growth has been approximately 10% per year for the past five years. Non-traditional, adult learners are returning to complete degrees and certifications. The addition of an Associate of Science degree in Agricultural Science will provide an additional option for those currently enrolled and will attract in students living and working in rural Utah with an interest in agriculture production, processing, management, and environmental sustainability.

### **Similar Programs**

Within Utah, there are two other higher education institutions that offer residually based programs in agriculture at the Associate Degree level. Snow College has an AS in Agribusiness and Agriculture with the intent of transfer to a Bachelor's degree. It is an on-campus only program. No off-campus courses offered for place-bound students. Southern Utah University (SUU) offers two unique Associate Degrees in similar areas: Livestock Farm Management and Equine Studies. Both of the SUU programs are focused on a thin



slice of agricultural science and are only offered on-campus. Neither Snow College nor SUU offer their programs as off-campus degree program.

Through the USU regional campus systems, the Associate of Science degree in Agricultural Sciences can reach out to students from both the Snow College and SUU programs that did not complete their degrees and are unable to return to a residential campus setting in Ephraim or Cedar City. Agricultural science interested, place-bound students will benefit from the proposed program.

In the general intermountain region, Great Basin Community College (Elko, NV), College of Southern Idaho (Twin Falls, ID) and Western College Community College (Grand Junction, CO) offer assorted specializations in agriculture resulting in an AS or AAS degree. A close approximation might be Colorado State University where a plethora of online degrees are offered, although the single agriculture related degree is at the BS level.

### **Collaboration with and Impact on Other USHE Institutions**

The proposed degree is a stand-alone program to be implemented off-campus through the USU regional campus system. Evidence of collaboration is best observed through USU's relationship with UEN in the IVC broadcast of courses and online learning. USU advising will work closely with students who have earned course credit from other institutions and then seek admission and completion of the Associate of Science in Agricultural Science. The transfer and articulation agreements will be honored and implemented as place-bound students who began a degree program but stopped-out for whatever reason make the decision and take the action to enroll in the proposed AS degree program.

### **Benefits**

The proposed Associate of Science degree in Agricultural Science will provide increased access to higher education within a traditional industry for a potential audience of place-bound learners.

It has been well stated in the media and in legislative posturing that Utah Governor Gary Herbert's goal is to increase the number of Utahans with postsecondary education to 66% by 2020. For many, the Bachelor's degree is the goal. Yet, the Utah Foundation recently reported that Utah is falling behind when it comes to BS/BA higher education completion rates. For example, in 2014 Utah ranked 39th among states for on-time graduation with only 47% of students in public, four-year colleges graduating within six years. The national average is 59%.

An Associate of Science degree is often the gateway to career success and more learning. Implementation of the proposed program to place-bound students will allow for greater access at an affordable cost (including tuition, fees, and opportunity costs).

The USU regional campus system provides for greater access to degree programs from the AS/AAS to EdD. With targeted programming for specialized, place-bound populations, the USU regional campus degree development and program delivery model is designed to support the proposed Associate of Science degree program.

The degree will integrate the required General Education courses with a palette agricultural science course options. As the degree program outlines, the General Education courses are standard for the USU system and the proposed off-campus program will not compromise the General Education principles.

### **Consistency with Institutional Mission**

Utah State University, as the Land Grant University for the State of Utah, has an institutional mandate to develop, implement, and sustain viable higher education programs for all Utah citizens. The statewide outreach has been well demonstrated through the USU-Extension, in the placement of more than a dozen agricultural experiment stations throughout the state, and the development of a regional campus system. Outreach, distance education technology, and recognition of (and respect for) place-bound student is the central focus of USU via the regional campus system. The implementation of the proposed Associate of Science degree is consistent with the university's mission and purpose.

### **Section IV: Program and Student Assessment**

The goals for the Associate of Science in Agricultural Science to elevate the agricultural industry and the career focused students driven to serve. The advancement of agriculture as a sustainable industry, from the farm field to the dinner plate, requires new and innovative citizens. Rural Utah is certainly where the majority of agriculture is practiced and where the proposed program is designed to impact. The basic measure of success would be program graduates. A secondary measure would be entry level placement upon program completion with equal accolade given for career placement or continuing education. Academic tracking during degree work and follow-up of graduates will be required. The School of Applied Sciences, Technology and Education is very good at both types of data collection and analysis. They have been tracking agricultural machinery technology AAS completers since initiation of that program in 1967.

Follow-up of program completers will evolve as the School of Applied Sciences, Technology and Education will build the appropriate relations with USU Alumni and Development. Data access through these on-campus data warehouses will prove beneficial in following the careers of the program graduates. The use of social media will be explored and developed, as appropriate, to track the progress of degree graduates.

### **Expected Standards of Performance**

Review of the literature and validation of an expert panel yielded the development of the following program standards and competencies.

#### Computational Standard

Calculate and apply basic and advanced mathematical process  
Analyze and interpret data to solve problems  
Evaluate and solve problems by applying computational practices

#### Communication Standard

Demonstrate written and oral communications  
Prepare and present a persuasive argument  
Document research and inquiry on topics of scientific interest

#### Technical Science Standard

Understand and apply biological processes to animal and plant sustainability  
Understand and apply chemical and physical process animal and plant sustainability  
Become aware of agricultural and environmental interactions  
Utilize financial managerial skills to operate an agricultural enterprise

#### Human Relations Standard

Understand and apply ethical behaviors in the workplace  
Define a problem and form options for resolution  
Develop an appreciate for lifelong learning

The achievement of the standards and competencies will be assessed at the completion of coursework. An end-of-degree inventory will be conducted, using distance technology practices, to measure how well graduates accomplishing the expected standards and competencies. Corrections to the curriculum and instruction techniques will be made based upon data from degree completers.

Student who enter the program but do not complete will be tracked to determine reasons for leaving. An attrition study will be implemented five years after launch of the degree. Findings will be used to improve program graduate rates.

### Section V: Finance

#### Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget

	Implementa tion						
<b>Personnel Expense</b>							
Salaries and Wages	\$3,572,519	\$35,725	\$3,608,244	\$36,082	\$3,644,326	\$36,443	\$3,680,769
Benefits	\$1,643,358	\$16,433	\$1,659,791	\$16,597	\$1,676,388	\$16,763	\$1,693,151
<b>Total Personnel Expense</b>	\$5,215,877	\$52,158	\$5,268,035	\$52,679	\$5,320,714	\$53,206	\$5,373,920
<b>Non-Personnel Expense</b>							
Travel	\$123,463	\$1,235	\$124,698	\$1,247	\$125,945	\$1,259	\$127,204
Capital	\$43,212	\$432	\$43,644	\$436	\$44,080	\$441	\$44,521
Library	\$18,521	\$184	\$18,705	\$188	\$18,893	\$189	\$19,082
Current Expense	\$432,122	\$4,322	\$436,444	\$4,363	\$440,807	\$4408	\$445,215
Total Non-Personnel Expense	\$617,318	\$6,173	\$623,491	\$6,234	\$629,725	\$6,297	\$636,022
<b>Total Expense (Personnel + Current)</b>	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
<b>Departmental Funding</b>							
Appropriated Fund	\$4,742,814	\$47,428	\$4,790,242	\$47,902	\$4,838,144	\$48,381	\$4,886,525
Other:	\$368,253	\$3,683	\$371,936	\$3,719	\$375,655	\$3,756	\$379,411
Special Legislative Appropriation							
Grants and Contracts	\$722,128	\$7,220	\$729,348	\$7,292	\$736,640	\$7,366	\$744,006
Special Fees / Differential Tuition							
<b>Total Revenue</b>	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
<b>Difference</b>							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional	\$236	\$0	\$236	\$0	\$236	\$0	\$236

<i>Cost Study for "current" and using the same Cost Study Definition for "projected")</i>							
---	--	--	--	--	--	--	--

*\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

### **Funding Sources**

The USU regional campus system uses tuition and fees generated from course enrollments. A business model is used to consider program costs versus program revenues. Costs include instruction and program facilitation -- at both the USU-Logan campus and the rural site. Enrollment expectations are set in advanced.

### **Reallocation**

Internal reallocation is not necessary for the implementation of the proposed degree program. Existing models will be used to budget and execute program implementation. The program is designed to be revenue neutral within the regional campus system.

### **Impact on Existing Budgets**

No costs are anticipated for the requested change. The courses required for the proposed degree are currently offered. The offering of the proposed degree is an internal allocation of courses to meet curriculum and accreditation standards. There will be no budgetary impact, including cost savings, to another program or unit within Utah State University.

## **Section VI: Program Curriculum**

### **All Program Courses**

The Associate of Science degree in Agricultural Science will establish a rigorous strategy for individualistic degree completion. Utilizing the well-organized regional campus system, the degree will provide another option in the arsenal of specialized degree programs for meeting the public demand for a learned population. With the approval of the Agricultural Science degree, students who cannot see their way through the limiting architecture of many academic programs can realize their goal of an Associate of Science degree from a premier Land Grant University.

All Program Courses (with New Courses in Bold)

Course Prefix & Number	Title	Credit Hours
<b>General Education (not met by major requirements): 30 credits</b>		
Various	Breadth American Institutions (BAI)	3
Various	Breadth Humanities (BHU)	3
ENGL 1010	Introduction to Writing: Academic Prose (CL1)	3
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Model (CL2)	3
MATH 1050, MATH 1030, STAT 1040 or STAT 1045	Quantitative Reasoning, College Algebra, Intro to Statistics or Intro to Statistics w/Elements of Algebra (QL)	3
	Additional General Education Requirement met in Ag Core below (BCA, BSS, BLS, BPS, Exploratory)	15

Course Prefix & Number	Title	Credit Hours
<b>Core Requirements: Minimum of 30-32-Credits (Must include a BCA, BSS, BLS, BPS and Exploratory)</b>		
ADVS 1110	Intro to Animal Science	4
ADVS 2080	Beef and Dairy Herd Health	3
ADVS 2090	Sheep Production Practices	2
APEC 2010	Intro to Microeconomics (BSS)	3
ASTE 2710	Orientation to Agriculture Education	2
ASTE 2900	Food Matters: Ethics, Econ & Environment (BSS)	3
BIOL 1610	Biology I	4
BIOL 1620	Biology II (BLS)	4
CHEM 1110	General Chemistry I (BPS)	4
CHEM 1210	Principles of Chemistry I	4
CHEM 1220	Principles of Chemistry II (BPS)	4
ENVS 1350	Introduction to Environmental Science (BLS)	3
ENVS 2340	Natural Resources and Society (BSS)	3
LAEP 1030	Intro to Landscape Architecture (BCA)	3
NDFS 1020	Science & Application of Human Nutrition (BLS)	3
PSC 1800	Intro to Horticulture (BLS)	3
PSC 2010	Soils, Waters, and the Environment (BPS)	3
WATS 1200	Biodiversity and Sustainability (BLS)	3
WELD 1010	Beginning Shielded Metal Arc Welding	3
WILD 2200	Ecology of our Changing World (BLS)	3
<b>Sub-Total</b>	<b>Elective Courses</b>	<b>0</b>
<b>Sub-Total</b>	<b>Track/Options (if applicable)</b>	<b>0</b>
<b>Sub-Total</b>	<b>Total Number of Credits</b>	<b>60-62</b>

### Example Program Schedule Freshman Year

FALL	CR	SPRING	CR
English 1010: Introduction to Writing	3	English 2010: Intermediate Writing	3
Math 1030, MATH 1050, STAT 1040 or STAT 1045	3	CHEM 1110: General Chemistry I (BPS)	4
Breadth – American Institutions	3	Breadth - Humanities	3
LAEP 1030: Intro to Landscape Architecture (BCA)	3	ASTE 2900: Food Matters: Ethics, Econ & Environ (BSS)	3
ADVS 1110: Intro to Animal Science	4	APEC 2010: Intro to Microeconomics (BSS)	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

### Sophomore Year

FALL	CR	SPRING	CR
ASTE 2710: Orientation to Agriculture Education	2	BIOL 1620: Biology II (BLS)	4
NDFS 1020: Science & Application of Human Nutrition (BLS) Exploratory	3	PSC 2010: Soils, Waters, and the Environment (BPS)	3
BIOL 1610: Biology I	4	ADVS 2080: Beef & Dairy Herd Health	3
PSC 1800: Intro into Horticulture (BLS)	3	WELD 1010: Beginning Shielded Metal Arc Welding	3
ADVS 2090: Sheep Production Practices	2	WATS 1200: Biodiversity and Sustainability (BLS)	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>16</b>

### Program Schedule

The proposed degree program will be master planned within the USU regional campus system. Multiple delivery technologies will be used. Scheduling for IVC broadcast into high enrollment centers can be problematic when there are a limited number of receive classrooms available. Local site management will be key to successful program scheduling. Whereas the regional campus system has almost two decades of scheduling experience, it is highly unlikely that scheduling will be an issue. The curriculum outline earlier provides a template for understanding the consistent offering of courses – both for General Education and technical agriculture. For some regional campus locations, face-to-face (F2F) courses could be offered. For other sites, courses will be limited to online and IVC broadcast.

### Section VII: Faculty

The School of Applied Sciences, Technology & Education has broad expertise in technical and content-related skills as well as existing specific expertise to support A.S. degree program in general agriculture. The table below shows faculty with general expertise areas followed by the faculty who have expertise/credentials related directly to this general agriculture degree program.

ASTE	Faculty	Teach	Res	Ext	Serv	Admin	Degree	University
------	---------	-------	-----	-----	------	-------	--------	------------

Sasha	Bambas	95			5		BFA	Central Michigan Univ., Sculpture and Metalsmithing
Guy	Denton	25			10	65	PhD	Ohio State University, Agric. Ed.
James	Keys			90	10		MS	USU, Ani. Sci. Breeding & Gene.
Bruce	Miller	25			10	65	PhD	Iowa State Univ. Agric. Ed.
Gary	Straquadine	25			10	65	PhD	Ohio State University, Agric. Ed.
Brian	Warnick	40			10	50	PhD	Oregon State Univ. Education
Mason	Winters	95			5		BS	Weber State Univ., Manufacturing Eng. Technology
Lon	Youngberg	95			5		PhD	USU, Technology and Engineering Education



## Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

**Institution Submitting Request:** Utah State University  
**Proposed Title:** Discontinuation of Food Technology Management Emphasis  
**Currently Approved Title:** Food Technology Management  
**School or Division or Location:** College of Agriculture and Applied Sciences  
**Department(s) or Area(s) Location:** Nutrition, Dietetics and Food Sciences  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):**  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 01.1099  
**Proposed Beginning Date (for new programs):** 08/01/2015  
**Institutional Board of Trustees' Approval Date:** MM/DD/YEAR

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input checked="" type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*\*Requires "Section V: Program Curriculum" of Abbreviated Template*

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Printed Name:

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Request for Discontinuation of the Food Technology Management Emphasis**  
**Utah State University**  
**College of Agriculture and Applied Sciences**  
**Bachelor of Science**  
**02/15/2015**

**Section I: Request**

The Department of Nutrition, Dietetics and Food Sciences (NDFS) in the College of Agriculture and Applied Sciences at Utah State University requests approval to discontinue the Food Technology Management (FTM) emphasis. This is a four-year course of study in food science and business classes in which the student is required to complete a business minor in either Business Management or Operations Management. The FTM emphasis does not have any outside accreditation. The department currently also has a Food Science (FS) emphasis resulting in a Bachelor of Science Degree. The FS emphasis is accredited and approved nationally by the Institute of Food Technologists and the course of study is science orientated requiring courses in chemistry, biochemistry, physics, and food science.

The FTM emphasis was initiated many years ago to allow students to obtain business knowledge to augment a career as a food scientist. Today, food companies are looking for food science students with a depth of science background, and the FTM students are graduating today do not meet the competencies currently required to work as a food scientist nor do they have a sufficient science background to move into a plan A master of science in food science. On the other end, food companies are hiring business majors to fill their business needs.

The number of students enrolled in the Food Technology Management has declined and there has only been 5 undergraduate students graduate in this emphasis since 2011. There are currently 4 students in the emphasis, and pending approval of this request, no additional students will be admitted into this emphasis area. Current students in the FTM emphasis will be able to complete their degrees under the FTM emphasis before the program is discontinued.

Course enrollments will not be greatly impacted by the discontinuation of the FTM emphasis given the few students in the programs, and that there are no courses in the NDFS department, or elsewhere on campus, taught only for the FTM students.

**Section II: Need**

Enrollment numbers in FTM began to decline in 2000 because the emphasis was not meeting the needs of students to pursue careers in either food science or business. Students have been advised that a better option to the FTM is to receive a degree in food science or in business and pursue a minor in business or in food science, respectively, depending on their career goals. The NDFS department has a Food Science minor option, and USU business students seeking knowledge of food science can obtain a minor in Food Science. The Jon M Huntsman School of business offers many options for minors, and USU food science students seeking knowledge in business can pursue a one of those. In either scenario, students will be better prepared for their chosen careers than is provided through the FTM emphasis.

The department has set a priority to strengthen its graduate and undergraduate programs in food science. Students in the FTM emphasis do not take the same background courses as do students in the FS

emphasis, yet they are required to take many of the same food science courses. Several of those courses are also dual listed for graduate credit. Having FTM students in those courses makes it difficult to strengthen the depth of those food science courses to meet the competency requirements of the accrediting body for the Food Science emphasis and to meet the needs of the graduate program.

### **Section III: Institutional Impact**

Discontinuation of the FTM emphasis will not impact any other programs or classes in the NDFS department, College of Agriculture and Applied Sciences or at Utah State University. There will be no need for changes in faculty, staff or facilities.

Request suspending enrollment in the FTM emphasis for Fall 2015. Each of the four students currently in the program have been identified. Two will graduate in fall 2015, on schedule, unaffected by this request. The other two students will be made aware of the discontinuation of the FTM emphasis and they will be allowed to graduate under that emphasis if they choose. No changes in their program of study will be necessary since all classes taught for this emphasis will continue to be taught for Food Science or Business majors.

### **Section IV: Finances**

No cost or savings associated with this change is anticipated.

## Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

**Institution Submitting Request:** Utah State University  
**Proposed Title:** Discontinuation of the Early Childhood Development Applied Associates Degree  
**Currently Approved Title:** Early Childhood Development Applied Associates Degree  
**School or Division or Location:** College of Education and Human Services  
**Department(s) or Area(s) Location:** Family, Consumer, and Human Development, USU Eastern  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** N/A  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 19  
**Proposed Beginning Date (for new programs):** N/A  
**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input checked="" type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*\*Requires "Section V: Program Curriculum" of Abbreviated Template*

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Printed Name:

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Program Request - Abbreviated Template**  
**Utah State University**  
**Discontinuation of the Early Childhood Development Applied Associates Degree (USU Eastern)**  
**01/26/2015**

**Section I: Request**

This request is to discontinue the Early Childhood Development Applied Associates Degree at USU Eastern. This degree was offered at CEU, and since the merger the number of students pursuing this degree has been very limited. In order to continue this program a full-time FCHD faculty member would need to be hired, so that the degree would have faculty representation. It is not cost effective to make this hire to continue the program.

**Section II: Need**

The Early Childhood Development Applied Associates Degree was developed so students could gain the necessary skills to work in a preschool. Graduates with this degree are not compensated in the work force for their expertise, therefore a small number of students elect to pursue this degree.

**Section III: Institutional Impact**

FCHD 2600 and 2630 will be discontinued at USU Eastern. The preschool will not accept new students starting fall 2015. There are two students currently working on the degree, and they will have the opportunity to complete the degree within one year of discontinuation of the program.

**Section IV: Finances**

There will be no cost savings as the current resources are utilized in a TEAL faculty line.

## Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Utah State University

Proposed Title: Behavioral Health minor in Psychology

Currently Approved Title:

School or Division or Location: Emma Eccles Jones College of Education and Human Services

Department(s) or Area(s) Location: Psychology

Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs): 42.2810

Current Classification of Instructional Programs (CIP) Code (for existing programs):

Proposed Beginning Date (for new programs): August, 15, 2015

Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

\*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template  
Utah State University  
*Behavioral Health Minor in Psychology*  
*January 28, 2015*

**Section I: Request**

The Department of Psychology is proposing to offer a minor in Behavioral Health.

**Section II: Need**

Increasingly there is a demand for students entering a variety of professions to have a background in social and behavioral principles and how these impact a variety of human outcomes, including health and well-being. This is reflected in places such as the new MCAT which, as of 2015, has a test section on "Psychological, Social, and Biological Foundations of Behavior." This minor will allow students to have a focus in behavioral health which may be advantageous for them as they apply for professional and graduate schools in areas outside of Psychology but with a social/behavioral component.

**Section III: Institutional Impact**

There will be no substantial impact on any existing programs, units, etc. All classes for the proposed minor currently exist and are often taken by students outside of Psychology.

**Section IV: Finances**

There is no anticipated financial impact of this new minor. No new resources are needed to implement this minor.

**Section V: Program Curriculum**

**All Program Courses (with New Courses in Bold)**

Course Prefix and Number	Title	Credit Hours
Required Courses		
Psy 1010	General Psychology	3
Psy 1100	Lifespan Development	3
Psy 1400/1410	Analysis of Behavior: Basic Principles / Lab	4
Psy 3110	Health Psychology	3
Psy 3500	Scientific Thinking and Methods in Psychology	3
Psy 3510	Social Psychology	3
<b>Sub-Total</b>		<b>19</b>
Elective Courses		
<b>Sub-Total</b>		
Track/Options (if applicable)		

Course Prefix and Number	Title	Credit Hours
	Sub-Total	
	Total Number of Credits	19

### Program Schedule

#### *Fall*

Year 1      *Psy 1010 – General Psy (3)*  
 Year 2      *Psy 1400/1410 – Analysis of Beh. / Lab (4)*  
 Year 3      *Psy 3510 – Social Psy (3)*

#### *Spring*

*Psy 1100 – Lifespan Dev. (3)*  
*Psy 3110 – Health Psy. (3)*  
*Psy 3500 – Scientific Methods (3)*



**Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum**

Institution Submitting Request: Utah State University  
Proposed Title: Extension Center for Business and Economic Development  
Currently Approved Title: Utah Center for Productivity and Quality of Work  
School or Division or Location: Utah State University  
Department(s) or Area(s) Location: Applied Economics  
Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):  
Current Classification of Instructional Programs (CIP) Code (for existing programs):  
Proposed Beginning Date (for new programs): 01/01/2016  
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input checked="" type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

\*Requires "Section V: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Printed Name:

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Program Request - Abbreviated Template**  
**Utah State University**  
**Change Existing Center's Title**  
**08/06/2015**

**Section I: Request**

The Department of Applied Economics is requesting a name change for an existing center (Utah Center for Productivity and Quality of Work) created and housed initially in the Department of Economics in the College of Business and College of Agriculture and then transported with APEC to its current location in the College of Agriculture and Applied Sciences with the split of the Department of Economics. There currently are no formal instructional activities in the currently designated center and with the exception of non-credit training and educational programs, none are anticipated in the renamed and reconstituted center

**Section II: Need**

The Department of Applied Economics currently houses and administers a number of Extension related programs that require more administrative support and assistance than is currently available as free-standing entities. Included in this category of programs is a network of Small Business Development Centers and Business Development Centers located at the Logan Innovation Campus and at Regional Campus sites at Tooele, Brigham City, Vernal, Roosevelt, Moab, Price and Blanding. Re-tooling the existing Center for Productivity and Quality of Work would provide the administrative structure for this network and would also give APEC the platform to bid for the state-wide contract for SBDC services from SBA, an additional six centers located at urban colleges and universities in the state, The re-named Center would also house and support a Business Accelerator and Incubator located at the Innovation Campus and other Extension outreach programs such as the Area Sector Analysis Program and Business Expansion and Retention programs. With this administrative platform it would be a more attractive applicant for a University EDA Center grant, a competitive economic development program administered by regional EDA Office in Denver. The name change reflects the menu of current and anticipated programs and activities better than its antiquated predecessor.

**Section III: Institutional Impact**

It is not anticipated that the proposed re-named Center will directly affect enrollments in APEC instructional programs, or require any additional administrative structures to administer its outreach activities. In addition to the existing Center Director it is anticipated that there would be an addition of an Assistant Director to the re-named Center's staff. That position will be assumed by one of the existing regional SBDC or BRC directors and would be an additional component to an existing role assignment. The Center would be housed at the FL office of the current Center Director and no changes or new equipment are anticipated.

**Section IV: Finances**

The SBDC and BRC network at the seven USU sites around the state currently generate around \$500k of funding that is used to house and pay local staff. The revised Center would add an Assistant Director and operating expenses, probably in the range of \$50k, covered by APEC, for its first two years. After the initial start-up phase, the Center would be self-sustaining from its current and anticipated contracts and grants income.

#### **Section V: Program Curriculum**

**\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\***